DOCUMENT RESUME

ED 331 150 EA 022 893

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TITLE Evaluating Professional Support Personnel in Education.
REPORT NO ISBN-0-8039-3675-3
PUB DATE 91
NOTE 297p.
AVAILABLE FROM Corwin Press, Inc., P.O. Box 2526, Newbury Park, CA 91319 ($19.95).
PUB TYPE Tests/Evaluation Instruments (160) -- Guides - Non-Classroom Use (055)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Elementary Secondary Education; Employee Responsibility; Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; Interprofessional Relationship; Job Performance; Legal Responsibility; Needs Assessment; Organizational Communication; *Personnel Evaluation; *School Personnel; Standards
IDENTIFIERS *Support Personnel

ABSTRACT

After emphasizing the need for a system for evaluating professional support personnel (i.e., counselors, school psychologists, social workers, school nurses, deans of students, librarians, work-study supervisors, directors of curriculum, content specialists) and reviewing the past and present nature of evaluation in education, this document introduces the conceptual framework for a six-step evaluation method and discusses building a sound evaluation model and the nature and bases for the model presented. Also analyzed are the central role of communication in the evaluation model; the application, systematic nature, and potential difficulties of the model; multifaceted data collection; and adherence to personnel evaluation standards. Six sections are devoted to the explanation and analysis of each step in the model: (1) identify system needs; (2) relate program expectations to job responsibilities; (3) select performance indicators; (4) set standards for job performance; (5) document job performance; and (6) evaluate performance. Information on decision making, the evaluation methodology, due process requirements, the evaluation of standards, sources of documentation, the evaluation conference, and legal considerations is included, and a list of references follows each section of the document. Appended are lists of sample performance indicators related to job responsibilities of student service personnel, instructional support personnel, and academic program personnel. (CLA)

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